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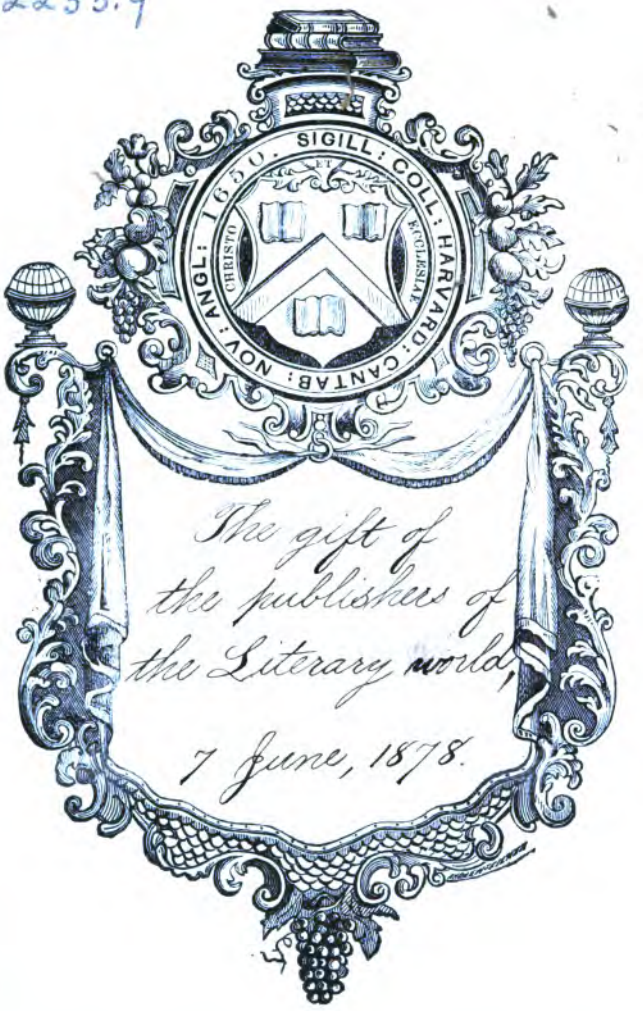

The gift of
the publishers of
the Literary world,
7 June, 1878.

WHY IS HISTORY READ SO LITTLE?

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AN ADDRESS

—TO—

Parents, Teachers, and Members of Fashionable Society,

—BY—

A STUDENT OF HISTORY.

PRINTED BY
WALTER F. WHEATON, 18 WILLIAM STREET, NEW BEDFORD, MASS.
1876.

WHY IS HISTORY READ SO LITTLE?

AN ADDRESS

—TO—

Parents, Teachers, and Members of Fashionable Society,

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A STUDENT OF HISTORY.

By Edward Dewhurst.

PRINTED BY
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1876.

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1878, June 7.
Gift of
The Publishers of
The Literary World.

To the Reader.

Having, for several years, been a reader and student of history and English Literature, I have noticed how few there are around us that read history. In publishing this little pamphlet I am trying to show the reasons for this lack of study and reading, and hope it may draw the attention of parents and teachers to desire more carefully to attend to the instruction of the young.

What is contained in this pamphlet was first written in the form of letters to a friend. A desire was expressed that they should be printed, so I have re-arranged, and now call you attention to them. I do not claim that there is anything very new in them, and do not desire to be called a critic or historian because of them. All the statements I know to be true, many of them I have seen in practice when at school. If any one has any remarks to make upon this pamphlet, either *pro* or *con*, they would be very acceptable to

A STUDENT OF HISTORY.

NOTE.—This little pamphlet can be obtained, post-paid, by sending fifteen cents (the cost of printing,) to A STUDENT OF HISTORY, care of Walter F. Wheaton, Herald Printing House, New Bedford, Mass. All letters to that address will reach the author of this pamphlet.

FOUR REASONS WHY HISTORY IS READ SO LITTLE.

On passing through the streets in the evening one can not help noticing the large number of young men, standing on the corners or idly walking about and seeming to have no end or aim in life. These young men are generally satisfied to earn enough to buy food and clothing for to-day and have no thought for to-morrow. They do not care to cultivate their minds or have any more education than what they now have. Their thoughts of work and duty end at six o'clock, and they are content to pass their evenings in smoking, attending sensational amusements, loafing and drinking in beer saloons (or in worse places), gossiping, joking, and often gambling in a small way. Most of them could have become intellectual students, and though few of them would have made famous scholars yet by their studies could have had a desire for better company, and greater culture, and have had a greater influence in the world. They would have been more respected and perhaps have led some more capable brother or friend to a desire for usefulness. Idleness is surely the "mother of mischief." We scarcely ever see men of great intellectual powers in prisons or almshouses. Their studies keep them from vice and wickedness. The number of idle men far exceed the useful and studious, and that number is increasing rapidily. It will increase far more rapidly unless a thirst for wisdom

of some kind, is planted in them. Young men today waste money enough to purchase a fine library and obtain a good education. A gentleman in a Boston railroad office, with a moderate salary, has spent his evenings in study, until he has mastered several languages, and is now the possessor of a fine library. Instead of spending his evenings in idleness he has been studious, and the money he would have spent in drink and folly he has spent in books.

A friend once asked me why more young men did not read and study history, and I gave him these four reasons:—

I. They are not taught to love it at home, in their childhood.

II. They are not taught to love it at school.

III. The popularity of Scientific Studies, for the past few years has usurped the place that belongs to history.

IV. It is not fashionable; that is, it is not encouraged by modern society.

Let us look into the matter and see if the above is not true.

Ask any of these young men what they think of history? and they will answer: "It is a collection of facts, figures, dates and events. It is the dryest reading. It is of no interest to any one except old men and book-worms." If some one has tried to drill it into them in years past and has not tried to show them why it is pleasant reading, and has not tried to make it interesting; or, if they themselves have tried to read some Universal history of fifty volumes, they are right in giving such an answer. People, especially the young, should be *led* to love it.

It can be done easily now, for the old fashioned way of writing history has passed away.

In speaking of those old style histories, Dr. Samuel A. Greene says: "Most of those entered largely into details. They faithfully recorded every minor conflict and delighted in the description of battles. We are told what the right wing of an army did and what happened to the left. The number of men engaged on each side was given, and the number of killed, wounded and captured, were carefully recorded. All historians delighted in a formidable array of dates." *

Histories of this day are better. The main and more interesting dates are given. Then, if the reader desires a more full and complete knowledge of the events, he can read separate books upon the subject.

It is plain to any observer, that this study of history is losing ground, more rapidly than any other study, and something must be done to keep it in its place. It is thought by some that during the next seven years, and more especially the present year, when Centennial celebrations will be held in nearly every city and town, that the study will receive a new impetus. A larger number of lovers of the subject think it will create only a short-lived interest, and the lack of real interest will be greater than before. Tradesmen, manufacturers, professors, and every calling will make money out of it. We saw it at the Bunker Hill Celebration. Most of the books that were printed for the occasion were either parts of

NOTE.—* "School Histories: and some Errors in Them;" by Samuel A. Greene, M. D. This essay originally appeared in the "American Educational Monthly," June, 1872.

more complete works, old publications issued with new titles, or hastily or poorly written volumes by which author and publisher tried to make a few dollars. Mere catch-penny affairs, with miserable illustrations, miserable paper and miserable type, whose glowing titles and gaudy covers appealed to the day's patriotism and excitement and stole money from the ignorant purchaser. How great the dearth left behind.

True love of study and true patriotism must be instilled into the minds of the people when they are young, and because that is not done is the first and main reason why the study of history is rapidly loosing ground. Home, the place where the child should be taught and learn all that is good. Not that kind of a home which is merely a domitory and restaurant but a haven of rest, where the members of the family love to congregate. There the father should not bring his cares and trials—or, at least not show them to the little ones. There the mother should have, or should *make*, a time in which to instruct those who are to be our future men and women. Home should be the nursery of the young tree which is destined to bear fruit of some kind, the quality and quantity depending almost entirely upon the parents. Teach the young child by story and example what to *do* and what to *be*. Be careful, however, not to force its mind in an opposite direction to inclinations, provided that inclination is proper and right. Washington, Stuart Mill, Bulwer, and a host of others have learned from their parents that which has made them great.

As the child's mind is plastic during his early years, it is easy to create in him a love for historical study. He will listen with wonder and amazement

at fables and mythological stories, and these stories will so impress his mind that he will long remember them, and in after years will desire to know more of the heroes of which he heard in his childhood. No matter how simple, impossible or false, the story, the young listener will often carry it to his grave. But above all do not fill the stories with extremely good or extremely bad children, or have them filled with many religious texts. Neither must they be too simple, but just a step in advance of the hearer, that he may put forth his hand to grasp them. Many a time has a child been quieted when troublesome by a short anecdote. That is the time to teach him. No matter if he has heard the story a hundred times he will learn something new from it. The narrator must tell the story with spirit, and clothe it with his own imagination, putting his own words into the mouth of the hero. Though Sir Walter Scott had a natural gift for authorship, that gift was enlarged by his surroundings when young. From lying upon the grass at Sandy-Knowe and listening to the stories told him by the shepherd, watching his sheep; and from listening to the legends told him by his grandmother, he passed through school, the favorite of his schoolmates, the bosom friend of John Irving, who used to sit in Arthur's seat, Salisbury Crags, and there discuss books with him; and from that to Abbotsford, his beautiful home, where he wrote those novels that took the world by storm, and gave him the titles he deserved,—"Ariasto of the North," and "The Great Magician."

The parent may not have this gift of story telling, but it is easy to acquire it, or a part of it, and too there are a great many books, which when read to

the child will answer, in place of the gift. There too, comes in a need of historical knowledge. Sometimes a story like those written by Mr. John Abbott, or Miss Louisa M. Alcott, will be very well read to the child. Any tale that contains a mixture of goodness and childish mischief—containing more reason and less long talks upon mere morality. Such stories as the boyhood of Lincoln and Putnam; but never the worn out and foolish story of Washington and the little hatchet. If good and true historical stories are impressed upon the child's mind in his tender years, and if the stories become deeper and deeper as he advances in years, he can not help learning something of history. And, too, if a love for such stories is instilled into his mind, even if the stories are only datached portions of a nation's history, it seems reasonable to say that he will have a desire for a more complete knowledge of it when he is older. If parents do not have such stories on their tongues' end let them learn them. Let them leave some of their trashy reading and study to please their children.

Parents, stop and think! See what a great responsibility rests upon your shoulders. You are making or marring the future generation. You are making good or bad, wise or ignorant, industrious or idle men and women, who are yet to fill your places, and perform the duties you now perform. Is it not far more noble to be the father of a John Stuart Mill, than to be the richest man in London? Is it not far nearer true womanhood to be the mother of a Washington, than the most fashionable and most fascinating woman of New York?

The second reason why history is so little read is

on account of its not being taught in a correct manner at school. This very often is caused by the Educational Boards who try to govern the teacher too much. A manual is given the instructor. So much time is allowed for each study, and so much ground must be gone over in so many weeks. The Board has no knowledge of the pupils to be instructed, while the teacher has; but still they hamper his work by obliging him to teach as they direct.

Next in importance to the parents, is the responsibility which rests with the teacher. Until the child is far advanced in his studies, a lady teacher is preferable to a gentleman. She should be well versed upon all the subjects she teaches, though she cannot be as thorough in *half a dozen* as the college professor is in *two*, yet the pupil does not require as profound learning as the student at the university. What the pupil needs is a guide or instructor, who is thoroughly in earnest, and who feels the responsibility resting upon her, and who means *work*, whose thought, life and spirit, is with her work. Since the demand for teachers is so large, the places are filled with many who are not fit for the positions they attempt to occupy. It requires as much of a genius to be a good teacher, as it does to paint a picture or plan a campaign. Too many teach simply for a livelihood. They leave all thought of school behind them when they close the school-room door at night. They perform their daily routine as if it were a disagreeable duty—the sooner done the better. They keep excellent order—order often as well kept as a jail. They *teach* nothing. The scholars pass a fair examination, provided they are asked certain questions.

Many teachers do not love the study of history, and how can they create a love for it in another? If a child comes to such a person he will never be a student of history unless some outside influence is brought to bear upon him. The teacher's duty is to show to each pupil the use of the study, the pleasure to be derived from it, and make it interesting to him. The pupil who has been taught to love it at home, when he enters school may need some assistance to understand the cause of events and the connection between the different epochs, but even if he is left to himself he will find out what he desires. The child who enters school without any knowledge of or love for the study, will never have any desire to know unless the teacher *leads* him to it.

Let us see how history is taught in some of the schools. One teacher takes the text book, and marks in brackets just such sentences, or parts of sentences, that will answer the questions at the foot of the page. Then the study becomes question and answer. The pupil does not notice or care for, any connection between the answers. Another teacher has the scholar recite the text from memory, word for word, (parrot-like). I know of one teacher who told her scholars there were no need of their reading the foot notes in Lossing's School History. (The foot-notes of that history are very important, and often contain a great deal of superior information). One lady, with whom I once studied history, had an excellent faculty to make things plain, and impress the lesson upon the student's mind. She did it by reading historical anecdotes, which had a connection with the lesson, and giving the statements of other historians, and reading fuller accounts from other books. Then followed familiar

talks between teacher and scholar. I recollect with what interest we restudied the first chapter of our school history. It was about the Northmen. (See appendix A). But the best way to teach history is by informal lectures, as in college. The teacher can introduce the entire lesson into a talk with the scholars, and also bring in much that he finds in outside matter. Such stories as Pocahontas saving Smith's life having been proved to be false, must not be introduced. No story or account, which the pupil in after years, will see is false, should be introduced. Columbus and the egg, is doubtless true. (See Historical Magazine, new series, vol. III, pp. 116). Some school histories contain errors, which the teacher should set right. One of these errors is that Virginia Dare was the first child of foreign parentage born in America. It was Snorre, son of Gudrid, wife of Thorfin. (See appendix B).

All this, and more, the teacher should know. He need not say there is a lack of time or money to buy books. He should make time, and when there are so many books to be had without money as there are in our free public libraries, he can get all the information wanted without cost. When the study is conducted in the form of informal talks or lectures, the child can *cram* for an examination, and in fact, he may know but little of his lesson. This cramming is done in our colleges, and even in our schools by the present way of teaching, when a pupil is *drilled* for examination.

Historical works are written for all ages, and though the child may need some assistance in selecting suitable works, yet if he has been taught to love the study, he will find what he wants himself, and

then become a real student of history. He will be prepared to listen understandingly to college lectures, and what to many at the present day is dry, dead and uninteresting, will become to him an agreeable, lively and pleasant occupation.

A third reason why history is so little read, is on account of the present age of scientific discovery. That seems to be the favorite study of many who had no regular desire for study when younger. In colleges and advanced halls of learning, it is rapidly thrusting out literary, classical, æsthetical and historical studies. Latin and Greek are considered almost worthless, and poor history is almost forgotten. It is not so, I believe, in Germany. There time and influence is not taken from one study to assist another, but a new or more popular study draws from other sources. It has been proved that nothing so invigorates mental thought or lays as good a foundation for knowledge, or is of such value for mental discipline as the study of the classics. Though some argue that it is superfluous, let not that which has been proved by years of use, be pushed into the corner for mere easy and popular studies.

Since religion and science have joined hands, and since so many books and magazines are published upon the subject, it is not strange that the study of the sciences should become more general. (But all the world should not study the same subject). If it is popular, all who wish to appear learned will get a smattering of it. It is a very fascinating study, as the objects it studies are constantly around us; yet, that study is not a mere learning of what some one else has proved, or found out—it is observation and examination. History should also be read by ex-

amination and criticism. The reading is not a committing to memory of facts and dates. It is the observation and comparison of events that have led to certain results. Any one can learn a list of events and dates, but the student must understand the whys and wherefores of epochs and events. He must see why the seed of our national independence was planted, when the Pilgrims signed the compact, on board the Mayflower, in 1620; how it took root at the Convention held at Albany, in 1754, and grew up to a tree at the signing of the Declaration of Independence, in 1776.

Most readers have one or two favorite studies, but there are some who like to have a general knowledge that they may appear well in company, understand the newspapers, and be *called* learned. The latter are to be pitied. They do not fill any place in society. Their smattering of many kinds of knowledge may be pleasant to themselves, but their conversation will be little better than "small talk," and they will appear to be so very wise. They will be timid when in company with a thoroughly learned man, and egotistic when with the more ignorant. They are generally mere shallow pretenders. I would not have a person make a hobby of his favorite study or studies, and continually talk upon the one subject. I would have a person understand as thoroughly as possible one or two subjects, then when his time comes, he will be called upon to speak. However, when I see a young man with no real end or aim in his reading, or one who cares for nothing but fiction, [and generally such like only the weakest fiction], I would say find something that you enjoy studying. Create a love for something higher.

We have but one or two eloquent lecturers who make history their subject, and we have no "Popular Historical Monthly," by which a person can create a love for historical research; but we have a large number of popular historical books. [See appendix C]. Genteel society does not demand of its members a knowledge of history. Women, the rulers of this society, do not love it; and the fashionable *beaux*, who court their company and study only to please them, will not desire to understand what the rulers do not love. Women's influence is far beyond men's, but in their love for dress and show they use this influence in a wrong direction. If they loved study, men who like their company would learn to love study. No one has any cause to say it is not made plain, or interesting, for several writers have devoted their whole attention to making it simple and interesting. They have reduced the great events from ten volumed works to one or two. John S. C. Abbott, in his preface to *Frederick the Great*, says he wrote that book simply for those who did not have time to read Carlyle's ten volumes. In his *Romance of Spanish History* he has brought out the principle events of the history of that nation so strongly, and clothed them with such fine descriptions of men, and periods that one cannot close the volume without a desire to read Irving, Prescott, and Robinson. His aim is to tell the truth, after having diligently searched for it, in such a style as to impress it upon the reader's mind, and create in him a desire to read more extended histories. He does not enter into long and extended accounts and discussions which will be tedious to the new reader of history, or tell what he thinks is incorrect, simply to amuse. His works are written

in a style to please the youngest reader. They are upon, French, German, Spanish, Russian and Italian history. He is now at work upon a series of volumes called "American Heroes and Patriots." These will be of great interest and service to the young who are now studying American history in our public schools. I myself, know of several young people, who are now reading more extended works, who were led to it, by reading some of his. Francis Parkman, too, is engaged upon a series of American historical works, suitable to children of older years. Geo. W. Curtis says of them—"It is to the pages of Mr. Parkman that we must go for the American Indian. Cooper so bewitches our young fancies with Uncas and the red heroes, that it is very difficult to divest our estimate of the Indian of a false and foolish glamour. Mr. Parkman, however, knows him by personal experience and long and thoughtful study." The series being upon the early French discoveries and settlements, will be profitably read by many, and can not fail to please all that read them. Then, too, there are now being published a series of short histories, called "Epochs of History," under the editorship of Edward E. Morris, and others. These little books give clear, concise and truthful pictures of events, some of which have long waited for a historian to render interesting to the young. Every volume has a list of books to read upon the subject it explains. The best of these lists is that arranged for "The French Revolution," by President White, of Cornell University. They are published by Longmans & Co., of London, and Scribner & Armstrong, of New York.

The popular reading to-day is fiction and Shakes-

peare. There is far too much of the former, and many who read the latter only read it because it is fashionable. Shakespeare Clubs are useless as they are generally conducted. How are they conducted? One club spends half the evening in simply reading a part of a play. Then supper is brought, and the musicians come in. The rest of the evening is spent in cards and dancing. Another club reads a play through each evening. The different characters being read by the different members. No questions are asked, no study or preperation made, no comments or opinions, no criticisms of text, characters or plots. But little, if any, good can come from such reading. Thought, study and work must be given to obtain a knowledge of Shakespeare. The members of the class must study before they meet to read. There the members should discuss the poet's historical accuracy, the mistakes and incorrections be pointed out, the meaning of the text explained, and the whole read with spirit and feeling. Then the time spent is not thrown away. Then the study helps to amuse and instruct the student, whether he be a student of other subjects, or not.

Members of fashionable society sometimes read Historical Fiction, but is most cases that is not read correctly. Historical fiction, has its use, though too often it is read wrongly. It should not be read for its plot, but for the information it contains. It should be used as an illustration to regular historical works —the picture, not the text: the map, not the country. Its place is to show the manners and customs of the people, how they lived and acted in their homes and private lives. It can fasten many historic truths and give a better idea of the people than the regular

Encyclopædia accounts. All the descriptions should be true, and every part of history that is brought in should be correct. A little plot, which should be drawn from truth, an anecdote or interesting fact should be introduced, but the author should be extremely careful that all he says is correct. The truth and falsehood of a statement should be well weighed in the balance, and the author should give, in an appendix or in notes, the sources from which he drew his information. Of this class, Scott stands first; but even he has failed in some respects. "Ivanhoe" illustrates the days of Chivalry, and "The Talisman," the days of the Crusades. But when it introduces Shakespeare in Kennelworth, he is at fault. (See appendix D). Mundt (L. Muelbach), is too sensational, sometimes, but she gives well drawn pictures of the French Revolution, and German History. Thackery, though not what could be called a regular historical novelist, has drawn a fine picture of Queen Anne's reign, in Henry Esmand. Shakespeare is incorrect in historical information in King John and Macbeth. But in Richard III, he has kept within history, and still gives us a better idea of that hero than can be found in any history. (See appendix D).

The fiction of past days which has come down to us gives us the best idea of the people of the time in which they were written. This is seen in Clancer's works. One who reads historical fiction for mere amusement and plot, will generally find it dry, but one who reads it for instruction will often find it a great assistance.

The conversation and reading of this fashionable society is made up of nonsense and "small talk," and

APPENDIX A.

To this recitation the scholars brought all the information they could glean from other books, and also brought several books. Among these books were the "Northmen in New England," by J. T. Smith; and "Pre-Columbian Discovery," by Rev. B. DeCosta. The latter interested the scholars very much. That would be a very servicable book for teachers of American history. Mr. DeCosta has long been a student of the early discovery of America, and has spent much time, strength and money upon the subject. His opinion is often opposite to more celebrated historians, but is always considered correct by the most learned historical students. The Historical Magazine says of him, (new series, vol. III. pp. 185), "The historical world has found another writer who desires to read for himself, to think for himself, and to speak for himself; and, although he must expect to meet little favor from those on whose ancestral or partisan corns he will tread in his fearless combat for the truth, he will earn the respect of every one, where respect is worth anything besides the approval of his own conscience and the lasting regard of the wide world of letters." Mr. DeCosta has not only spent much time upon Icelandic voyagers, and written several able books and pamphlets upon the subject: but has also published several historical papers upon other subjects.

APPENDIX B.

"The first child born here of foreign parentage was Snorre, son of Gudrid, the wife of Thorfin, one of the Icelandic navigators. The child attained to manhood: and his grandson, Thorlak was advanced to the Episcopate, and compiled a code of ecclesiastical laws for the Church in Iceland. The learned Icelander, Prof. Finn Magnusson and Thorwaldson the sculptor, were among the desendants of Snorre. No person who is aware of the amount of attention paid to genealogy by the Icelander will entertain a doubt on the subject. This child was born, it is thought, near Mount Hope." See "Footprints of Miles Standish," by Rev. B. F. DeCosta.

APPENDIX C.

In 1872 a very interesting monthly was published in Philadelphia under the editorship of Dr. Benson J. Lossing. It was devoted to American history, had some fine illustrations, and was printed with good type and on good paper. It deserved to be well received by the scholars of America. After being published three years, it was changed into the present Potter's American Monthly, on account of its not being a financial success. Being devoted entirely to historical research and being written in a style to please every age, it should have been better received. The magazine did not support itself. As it is published now it is devoted partly to history but more to fiction and other studies.

"The New England Genealogical and Historical Register," has now reached its thirtieth volume. In this the student can find very much instruction

and many papers of great interest, showing great research and labor but this has only kept itself alive by the free contributions of such men as John Ward Dean, Samuel G. Drake, and Com. Geo. Henry Preble. These gentlemen, and a host of others no less able and noted, have filled its pages with articles of value, given their time to it, simply out of love for the study of history and a desire to spread knowledge. Great praise is due them for their unselfish work, and though only a part of this generation values or is aware of their labor, yet we all hope the next generation will be aware of it. Let all interested in the work show their interest by sending a subscription, at once, to 18 Somerset St., Boston, Mass.

There is also published at Morrisaina, New York, another Historical Magazine, owned and edited by Mr. Henry B. Dawson. This is a monthly. The proprietor has spent much money upon it, and the periodical does not pay for itself. Its articles are from the pens of some of our ablest historical writers, who assist Mr. Dawson in his great undertaking. Material which would not otherwise be printed, appears in its columns, and it is constantly used by historians, for the value, depth, research, and information, contained in its pages. The studious portion of our people should subscribe to it at once, and those who desire to help education should assist the learned and self-sacrificing proprietor in his work, of saving what is valuable to the student and spreading it out to the world.

APPENDIX D.

Dr. R. Shelton Mackenzie, in his "Life of Sir

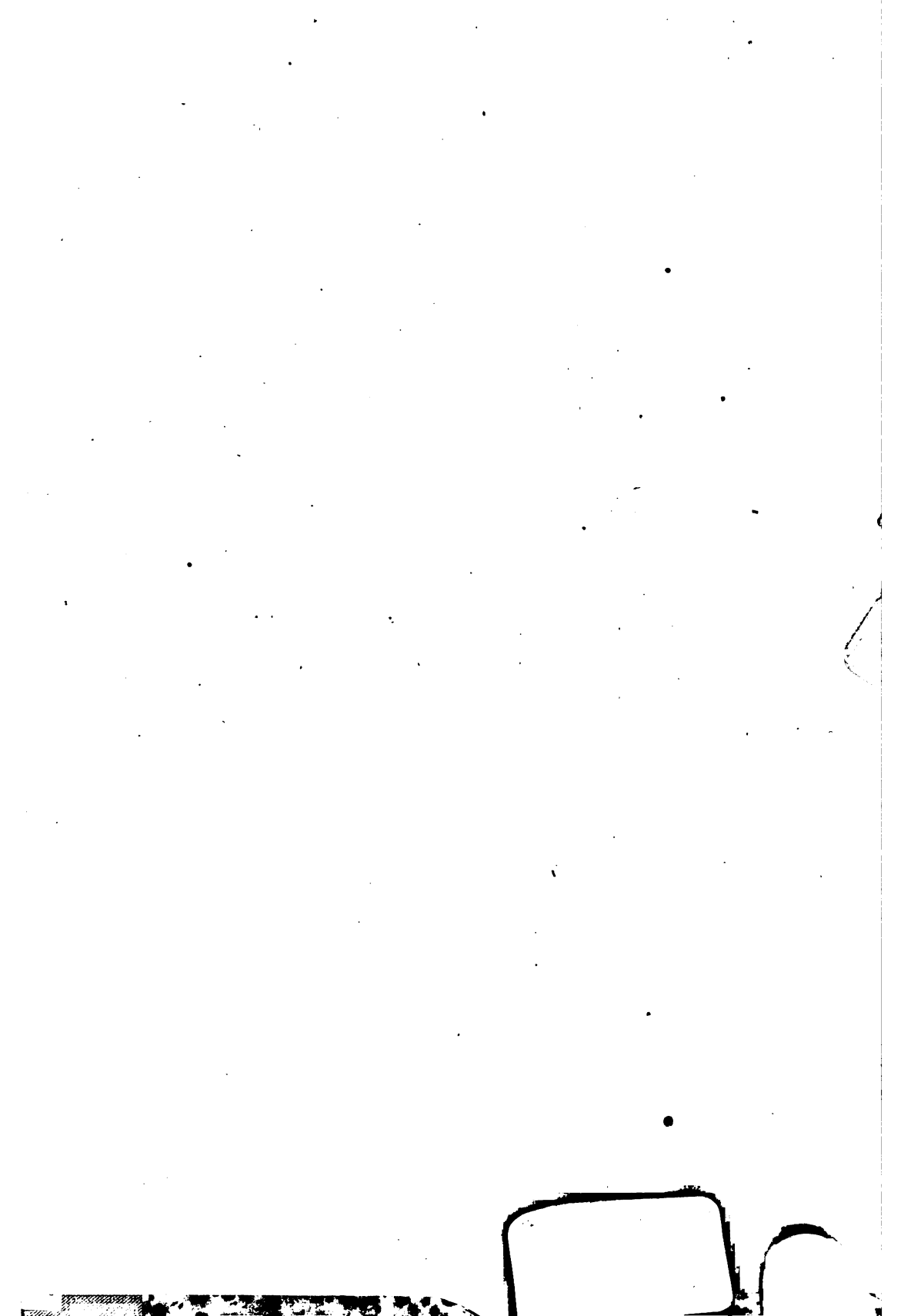
Walter Scott," published by J. R. Osgood & Co., of Boston, says—"It has been said the 'Great Homer sometimes nods,' and therefore perhaps Scott may be excused for some palpable mistakes he made in 'Kenilworth,'—in quoting from Shakespeare which were not written at the stated date of the story. Elizabeth paid the visit to Lord Leicester in Kenilworth Castle, so well described by Scott, in July, 1575; and at that date we have Wayland Smith 'singing a stave from a comedy which was then new, and was supposed, among the more favorable judges to augur some genius on the part of the author.' The quotation, a couplet put into the mouth of Caliban, occurs in "The Tempest," which was not acted until 1611. Queen Elizabeth quotes from 'Troilus and Cressida,' written two years earlier. Walter Raleigh quotes the beautiful compliment to the maiden queen, the 'Fair vestal throned by the west,' uttered by Oberon, in 'A Midsummer-Night's Dream,' not written until 1598, thirty years later! There seldom has been a greater anachronism than this, especially as, when Elizabeth was at Kenilworth, Shakespeare, born in 1564, was only eleven years old."

This "Life of Scott," by Dr. Mackenzie, contains very much that is not in Lockhart's more extended biography, and will be of great assistance to any one reading Scott's novels. It gives in many places the sources from which the novelist drew his information, little criticisms upon the novels and characters in them, and a pleasing account of his life, the influence that made him what he was, and interesting accounts of his friends, his work, and the society in which he moved. It is just the book for one with only

a little time to read, but who desires to learn much in that little time.

APPENDIX D.

Hiram Corson, M. A., Professor of Anglo-Saxon and English Literature in the Cornell University, said, in an address upon "The Claims of Literary Culture," among many other good things the following:—"Take any one of the great characters of Shakespeare, and it will be found that the poet, by the subtle and, to some extent, unsearchable, alchemy of his imagination, has worked into new forms, ordinary elements of humanity, and that the boldest of his creations serve but to exhibit the essential principles of our common nature. In the character of Richard III., he has moulded into a consistant individuality, 'the hero, the lover, the statesman, the buffoon, the hypocrite, the hardened and repentant sinner.'"



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